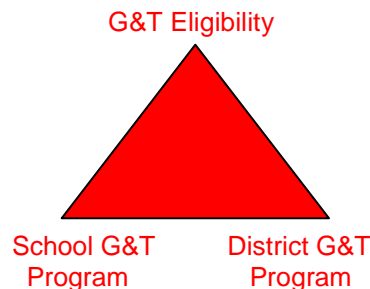


E.L.P.S. PHILOSOPHY OF GIFTED & TALENTED EDUCATION

The East Longmeadow Public School District is committed to an educational program that recognizes individual student differences, abilities, interests, and needs. Our goal is to enrich the education of all students through events and activities designed to expose them to a variety of challenging and higher-order critical and creative thinking experiences.

Embodied in this commitment is a responsibility to academically gifted and artistically talented students to help them maximize their high potential and allow them to thrive, flourish, and create.

Students who are academically gifted differ from others in learning profile, particularly in the areas of pacing, knowledge base, memory, and depth of thinking. Artistically talented students differ from others in their intensity, level of expression, divergent thinking, and creativity. The ELPS Gifted Education Program is designed to meet these needs. Providing students with enhanced differentiated instruction enables us to nurture the diverse talents and abilities of our student body.



E.L.P.S. GIFTED & TALENTED EDUCATION PROGRAM COMPONENTS

In order to reach potential, gifted and talented students may journey within three instructional pathways. The development of these pathways is viewed as a continuous, and at times flexible, process. These pathways are not sequential.

Pathway I – School-wide exploratory activities for all students at times throughout the school year.

Curriculum Focus for Pathway I:

Enrichment opportunities including fieldtrips, mini-courses, guest speakers, assemblies, fairs, performances, competitions, special class lessons that emphasize cognitive and affective processes.

Pathway II - Flexible grouping including individual tutorial, small group, large group, and whole class, focus on acquisition of skills related to identified strengths, emphasis on mastery, and problem solving.

Curriculum Focus for Pathway II:

Curriculum and instructional differentiation, curriculum compacting, Honors and Advanced Placement (AP) Courses.

Pathway III - Development of individual gifts and talents beyond the existing school curriculum, with the assistance of a mentor, to those students formally identified and documented as Gifted/Talented.

Curriculum Focus for Pathway III:

A challenging curriculum of high-level content and rigorous pace combined with high-level thinking skills, problem solving, inquiry, and creativity. Development of self-direction, risk taking, curiosity, imagination, and inter/intra personal relationships.

THE *ABC*s OF E.L.P.S. GIFTED & TALENTED EDUCATION IDENTIFICATION PROCESS

The Identification Process considers a complete profile of the child. This process administered by the school district is:

- **Multifaceted**
- **Holistic**
- **Authentic**
- **Objective**
- **Criterion-referenced**
- **Research-Based**

Assessments

- ELPS administered National, Standardized, and State tests with scores above the 96th percentile. Also, see the district GT matrix for qualifications.

Behaviors

- Intellectual activity that can be observed and documented to a significantly higher degree when compared to age/grade level norms by teachers, parents, self, and peers.

Creative Productivity

- Products, special talents and inventions observed and documented as noticeably beyond those of age/grade level norms.

Formal Identification is made:

- End of grade 3 for grades 4 through 5
- End of grade 5 for grades 6 through 8
- End of Grade 8 for grades 9-12.

Students may continue to qualify each year to enter GT.

E.L.P.S. GIFTED & TALENTED EDUCATION MISSION

Our mission is to provide services designed to meet the educational, social, emotional and career needs of academically gifted and artistically talented students at their school. These needs are met through a rigorous, differentiated curriculum.

Research- Based Program

East Longmeadow Public Schools use a research-based gifted and talented curriculum. Our curricula programming is based upon the work of internationally acclaimed GT pioneers Dr. Joseph Renzulli and Dr. Sally Reis, and the NEAG Center at the University of Connecticut.

Pathway I

- To assist students in becoming individuals who are capable of self-initiated action, intelligent choice, independent learning, and problem solving.
- To develop skills in problem solving, creativity, and research.
- To provide enrichment opportunities, resources, and services throughout the school community.

Pathway II

- To provide creative and intellectual stimulation through contact with other high-ability students.

Pathway III

- To provide opportunity for individual academic accomplishment beyond the realm of the regular education experience.

THE OPEN DOORS TO THE PATHWAYS OF GIFTED & TALENTED EDUCATION



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***E.L.P.S.
Gifted & Talented
Education Program***



**Meadow Brook School
Mountain View School
Mapleshade School
Birchland Park Middle School
East Longmeadow High School**

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